

**Graduate School of Education**  
**Department of Counselor Education****COUN527 Counseling Individuals with Diverse Needs**  
**Winter 2014****Instructor:** Jan West, MS**Office:** ED 504b**Office hours:** Monday 3-4 or by appointment**Phone:** 503-725-4651**Email:** westjan@pdx.edu**Course CRN:** 40889**Credits:** 3**Location:** ED**Time:** Mondays, 4-6:30 pm**Course Catalog Description**

Designed to prepare counselors to provide collaborative services for individuals with diverse needs in elementary, secondary, and postsecondary educational settings. Topics will include an overview of the legal mandates that impact educational requirements and services for students with disabilities, including eligibility and various types of disabling conditions related to educational success. Issues related to counseling students and family members, transitional planning, and collaborating with special educators and other services providers will also be covered.

**Disability Access Information**

It is the University's goal that learning experiences be as accessible as possible. If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform me immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

**Graduate School of Education Conceptual Framework**

**Vision: Preparing professionals to lead life-long learning and development within our diverse communities.**

**Diversity and Inclusiveness - Advocacy for Fairness and Respect.**

- Candidates work effectively with diverse populations.
- Candidates promote inclusive and therapeutic environments.

**Research based practices and professional standards - Professionalism.**

- Candidates critically analyze and implement research-based practices.
- Candidates demonstrate appropriate professional knowledge, skills, and dispositions.

**Impact on Learning and Development - Commitment to learning.**

- Candidates ensure that all learners and clients succeed.
- Candidates use technology to enhance learning and development.
- Candidates influence policy and provide leadership for organizations.

**Evidence-informed decision making - Reflection.**

- Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.

## **Content Areas**

- Course overview; introductions
- Students with Disabilities (e.g., Learning, ASD, ADHD, Anxiety, and so forth)
- ASCA position statement
- Resiliency
- RTI
- ODE 504 plans
- Common accommodations
- IEP
- Personal bias
- Functional Behavioral Assessments (FBA)
- Behavior and intervention plans
- Guess & Check
- PBIS
- Career and Transition planning, diplomas
- Students in poverty and at risk, juvenile probation

## **Professional Standards**

### CACREP STANDARDS ADDRESSED, SCH STANDARDS

#### 1. FOUNDATIONS:

##### Knowledge

- a2. Understands ethical and legal considerations specifically related to the practice of school counseling
- a3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school
- a6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

#### 2. COUNSELING PREVENTION AND INTERVENTION

##### Skills and Practice

- 1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
- 3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

#### 3. DIVERSITY AND ADVOCACY

##### Knowledge

- 1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
- 2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

Skills and Practice

2. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. ASSESSMENT

Knowledge

2. Identifies various forms of needs assessments for academic, career, and personal/social development.

Skills and Practice

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

7. COLLABORATION AND CONSULTATION

Skills and Practice

1. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

**Knowledge, Foundation, Standards, and Assessments**

<b>Knowledge and Skill Outcomes</b>	<b>GSE Conceptual Framework</b>	<b>Professional Standard or Program Outcomes</b>	<b>Assessment</b>
Increase knowledge of counseling practice in a multicultural and pluralistic society	2.2	3.1, 3.2, 3.3, 3.4	Final project, classroom discussion
Increase knowledge of advocacy processes	2.2	3.2 (skills and practice)	Oral presentation, Final written project, classroom discussion
Increase knowledge of assessment procedures for school counselors	2.1, 2.2	4.2 (knowledge), 4.1 (skills)	Classroom discussion
Increase understanding of ethical and legal considerations specifically related to the practice of school counseling	2.2	1.a2	504 plan development

Increase knowledge of roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school	1.2	7.1, 7.3, 7.5	Functional Behavioral Assessment (FBA)

### Methods of Instruction Overview

Lectures, discussions, small group activities, and experiential learning (e.g., in-class 504 plan development) are utilized. Participation is required of all students.

### Required Texts and Readings

Marshak, L.E., Dandeneau, C.J., Pezant, F.P., & L'Amaoreauz N.A., (2010). *The school counselors guide to helping students with disabilities*. San Francisco, CA: Jossey Bass.

Anctil, T.M. & Bauman, S. S. (2008). Disability in schools. In H.L.K. Coleman & C. Yeh (Eds). *Handbook of School Counseling*. Mahwah, NJ: Lawrence Erlbaum Press.

Case Studies – Clearing House for Special Education Classes – University of Southern Florida  
 Link to the Website - <http://cases.coedu.usf.edu/default.htm>

### Course Schedule

Wk.	Date	Topics	Readings and Assignments Due
1	1/5	*Introductions *Syllabus/Text *Course Overview Opening Activity	*Chapters 1-3 *ASCA Position Statements on Students with Disabilities *Case Study #1
2	1/12	*Discussion of Chapter 1-3 *Discuss ASCA position *Resiliency Factors and Research *Bias explored	*RTI Handouts *Case Study #2 *IDEA Categories – handout *Think about topic for project

		*Four domains	
3	1/19	Holiday	<b>*Case Study #3– Respond to questions</b> <b>*Written reflection on Chapter 5 (possible)</b>
4	1/26	*Discussion on Chapter 4 *Topics to be chosen for Project – sign up for time slot *RTI Model – handout *IEP Meetings *Behavior Intervention plans *PBIS/RTI Systems *Written reflection to case study #3 is due	*504 Plans – examples *Review FBA, RTI and 504 handouts <b>*Case Study #4– Respond to 2 questions</b> *Link to ODE 504 Guide *PBIS Overview
5	2/2	*FBA/Guess and Check <b>Guest –</b> *Written reflection of case study #4 is due.	<b>*Case Study #5– Respond to 2 questions</b>
6	2/9	*504 Plans <b>Guest-</b> *Written reflection of case study #5 is due	*Chapter 6 *Case Study #6
7	2/16	*Discussion/Activity of Chapter 6 *504/Guess and Check/Behavior Intervention Plans – Assignments done in class *Reflection of speakers	Chapter 7 and 8 <b>Article on Supporting Students in Poverty</b>
8	2/23	*Discussion of Chapter 7/8 *Supporting students in Poverty and At Risk –	*Chapter 9
9	3/2	*Discussion of Chapter 9 *Career and Transition Planning	

		<b>Guest –</b>	
10	3/9	Presentations Written reports due	
11	3/16	Presentations Written reports due	<b>Course evaluations</b>

**COURSE REQUIREMENTS** - REVISED 12/17/2014

**Class Participation (15 points):** Students should come to each class session having carefully read all assigned materials and prepared to participate in a variety of class discussions and activities. Attendance and punctuality are expected. Students who have special concerns or circumstances such as a family emergency should contact the instructor as soon as possible. To minimize disruptions, please silence or turn off cell phones during class. Should you have to take a call, please do so quickly and quietly, outside in the hallway. Laptops may not be used during class. Note: The typed written summary that is due for Chapter 5 is tied to your participation grade.

**Case Studies (15 Points):** A case study will be assigned at the end of each class period. All students are required to read the case study for the next class period. These case studies will be discussed at the start of each class. Your participation is required. **A written component may accompany this assignment.**

**504 Plans (10 points):** Students will be given case studies and will write two 504 plans. These assignments may be completed in class and must be submitted for a grade.

**Functional Behavioral Assessments (10 points):** Students will complete functional behavioral assessments/Guess and Check forms based on case studies. These assignments may be completed in class and must be submitted for a grade.

**Individual Project (50 points total):** Students will work in a small group to produce a presentation and a report. You will choose one of the following group topics: learning disabilities (including ADHD), behavioral disorders, gifted and talented, autism spectrum, physical disabilities (e.g., cerebral palsy, spina bifida, muscular dystrophy, etc), and psychiatric impairments. Each group is responsible for a **30 minute** - class presentation (group), a 5-7 page written report (this is a group product but should read as though there was a single writer) and at least one supplemental reading. The report and the reading must be distributed in class (**and posted on TK20 for electronic distribution**). *Please work with the instructor as you prepare your materials.*

**Written Report Guidelines (25 points):** A written report on your topic is required. The report can be written to include bulleted lists, tables, etc. It does not have to read like a

research paper. The report should be no less than 5 -7 double spaced pages. **You are producing a *comprehensive* resource for yourself and your classmates, so keep it user friendly.**

The report should have *at least* the following sections:

- **Overview of Topic:** definition/diagnostic criteria; prevalence including gender and ethnicity (<http://nces.ed.gov/>); impact on the educational pursuits, personal/social development (hint, the disability literature uses the term “psychosocial” for this) implications, and post-school outcomes (see [www.nlts2.org](http://www.nlts2.org)).
- **Treatment and Intervention:** focus on educational interventions that are evidence-based, when possible. Include information on who is providing the services, for how long, etc., AS WELL AS the role of the school counselor in the treatment and intervention. Include a description of developmentally appropriate treatment and intervention for K-12 students.
- **A classroom guidance lesson outline and small group unit outline:** Provide a series of lessons for the whole class and for small groups with hands-on activities. Include enough information for your peers to use in their practice. You may choose to provide an overview of a curriculum with one complete example for both the guidance lesson and the small group.
- **Resources:** include local, state, and national resources pertaining to working with this population in schools.
- **References:** you must include at least 5 references from valid sources (peer reviewed journals, books published by ASCA or CEC, government reports, etc.)

**Presentation Guidelines (25 points):** The 30 minute presentation should include: a) the content of the written report; b) a demonstration of the classroom guidance or small group unit; and, c) any supplemental activities such as small group activities, short video demonstrations, etc.

Grading scale: 94-100% (A); 90-93% (A-); 87-89% (B+); 84-86% (B); 80-83% (B-); etc

**Grading**

A	94-100%	A-	93-89%	B	88-80%	C	79-61%	F	<60%
A	121-130	A-	120-116	B	115-104	C	103-91	F	<90

**Appendix A: Written Report (25 points)**

<b>Overview of Identified Topic:</b> Define and describe diagnostic criteria; indicate prevalence and considerations; impact on academic, personal, social, and career transitions			
<b>Minimal-performance 2 points</b>	<b>Basic 3 points</b>	<b>Proficient 4 points</b>	<b>Exemplary 5 points</b>
Minimally demonstrates comprehension points for topic	Demonstrates limited knowledge/comprehension about identified topic	Analyzes and synthesizes key concepts about identified topic	Evaluates key concepts, prevalence and considerations, and the impact on academic, personal, social and career transitions
<b>Treatment and Intervention:</b> Describes evidence-based educational treatment and intervention plans including the role of school counselors across K-12			
<b>Minimal-performance 2 points</b>	<b>Basic 3 points</b>	<b>Proficient 4 points</b>	<b>Exemplary 5 points</b>
Minimally demonstrates knowledge about treatment and intervention plans	Demonstrates limited comprehension and understanding about treatment and intervention plans	Analyzes and synthesizes evidence-based educational treatment and intervention plans	Evaluates treatment and intervention plans including the role of the school counselor across K-12
<b>Impediments to and Enhancers of Success:</b> Describes advocacy processes to address institutional and social barriers that may impede access, equity, and success for students; include the specific role of the professional school counselor to enhance successful outcomes			
<b>Minimal-performance 2 points</b>	<b>Basic 3 points</b>	<b>Proficient 4 points</b>	<b>Exemplary 5 points</b>
Minimally demonstrates an understanding of impediments to and enhancers of success	Demonstrates some understanding of impediments to and enhancers of success	Analyzes and synthesizes impediments to and enhancers of success	Evaluates impediments to and enhancers of success including the role of the school counselor
<b>Classroom Guidance &amp; Small Group:</b> Describes a comprehensive classroom guidance lesson plan and small group outline. Provides considerations across K-12 grade levels.			
<b>Minimal-</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>



<b>performance 2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>
Minimally describes a classroom guidance lesson and/or small group unit	Demonstrates a limited classroom guidance lesson plan and/or small group unit	Demonstrates an evidence-based classroom guidance lesson plan and/or small group unit	Evaluates and demonstrates an evidence-based classroom guidance lesson plan and/or small group unit across K-12
<b>Resources, References, Overall Quality:</b> Provides resources and references for the identified topic. Utilizes proper grammar and recognized APA writing style guides.			
<b>Minimal- performance 2 points</b>	<b>Basic 3 points</b>	<b>Proficient 4 points</b>	<b>Exemplary 5 points</b>
Minimally provides references and resources	Demonstrates basic use of resources and references	Analyzes and synthesizes resources and references	Evaluates resources, references and provides a distinguished project

**Appendix B: Oral Presentation (25 points)**

<b>Overview of Identified Topic:</b> Define and describe diagnostic criteria; indicate prevalence and considerations; impact on academic, personal, social, and career transitions			
<b>Minimal-performance 2 points</b>	<b>Basic 3 points</b>	<b>Proficient 4 points</b>	<b>Exemplary 5 points</b>
Minimally demonstrates comprehension points for topic	Demonstrates limited knowledge/comprehension about identified topic	Analyzes and synthesizes key concepts about identified topic	Evaluates key concepts, prevalence and considerations, and the impact on academic, personal, social and career transitions
<b>Treatment and Intervention:</b> Describes evidence-based educational treatment and intervention plans including the role of school counselors across K-12			
<b>Minimal-performance 2 points</b>	<b>Basic 3 points</b>	<b>Proficient 4 points</b>	<b>Exemplary 5 points</b>
Minimally demonstrates knowledge about treatment and intervention plans	Demonstrates limited comprehension and understanding about treatment and intervention plans	Analyzes and synthesizes evidence-based educational treatment and intervention plans	Evaluates treatment and intervention plans including the role of the school counselor across K-12
<b>Impediments to and Enhancers of Success:</b> Describes advocacy processes to address institutional and social barriers that may impede access, equity, and success for students; include the specific role of the professional school counselor to enhance successful outcomes			
<b>Minimal-performance 2 points</b>	<b>Basic 3 points</b>	<b>Proficient 4 points</b>	<b>Exemplary 5 points</b>
Minimally demonstrates an understanding of impediments to and enhancers of success	Demonstrates some understanding of impediments to and enhancers of success	Analyzes and synthesizes impediments to and enhancers of success	Evaluates impediments to and enhancers of success including the role of the school counselor
<b>Classroom Guidance &amp; Small Group:</b> Describes a comprehensive classroom guidance lesson plan and small group outline. Provides considerations across K-12 grade levels.			
<b>Minimal-</b>	<b>Basic</b>	<b>Proficient</b>	<b>Exemplary</b>

<b>performance 2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>
Minimally describes a classroom guidance lesson and/or small group unit	Demonstrates a limited classroom guidance lesson plan and/or small group unit	Demonstrates an evidence-based classroom guidance lesson plan and/or small group unit	Evaluates and demonstrates an evidence-based classroom guidance lesson plan and/or small group unit considering K-12 needs
<b>Resources, References, Overall Quality:</b> Provides resources and references for the identified topic. Utilizes clear communication skills.			
<b>Minimal- performance 2 points</b>	<b>Basic 3 points</b>	<b>Proficient 4 points</b>	<b>Exemplary 5 points</b>
Minimally provides references and resources	Provides basic resources and references	Synthesizes resources and references	Evaluates resources, references and communicates with energy and passion

## Course and University Policies

<b>Late Assignments</b>	Typically not accepted and/or may receive point deductions.
<b>Attendance and Tardiness</b>	<b>(or missed assignment deadlines):</b> There are many students with legitimate unforeseen circumstances and situations. It may become necessary for you to miss a class or an assignment during our term together. If you miss more than one class, due to any circumstances, zero points will be awarded for your attendance score. There may be times when personal needs supersede class demands and if you miss more than one class the zero will have a minimal impact on your overall grade if you meet the stated course requirements as noted in the Syllabus. This policy is intended to maintain the same approach for all students and exceptions will not be made unless deemed <i>necessary</i> by the instructor.
<b>Classroom Demeanor and Courtesy</b>	Because students may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others. We expect students to show respect and courtesy for all members of this class at all times. See the GSE Student Conduct Code: <a href="http://www.pdx.edu/sites/www.pdx.edu/education/files/gse_handbook_student_conduct.pdf">http://www.pdx.edu/sites/www.pdx.edu/education/files/gse_handbook_student_conduct.pdf</a>
<b>Incompletes</b>	Typically not permitted. A student may be assigned an Incomplete (I) grade by an instructor when all of the following four criteria apply: <ol style="list-style-type: none"> <li>1. Quality of work in the course up to that point is C level or above.</li> <li>2. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.</li> <li>3. Reasons for assigning an Incomplete must be acceptable to the instructor. The student does not have the right to demand an Incomplete. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work in order to raise a deficient grade.</li> <li>4. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the Incomplete grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period.</li> </ol> <a href="http://www.pdx.edu/ogs/incomplete-grades">http://www.pdx.edu/ogs/incomplete-grades</a>
<b>Academic Integrity</b>	The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action: (1) Obstruction or disruption of teaching, research, administration,

	<p>disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.</p> <p>(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.</p> <p>PSU Student Conduct Code # 577-031-0136</p>
<b>Returning student work</b>	<p>Due to FERPA guidelines, student work must be directly returned to each student (either face to face or via electronic or “snail” mail). If students want a hard copy of their work returned, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.</p>
<b>Student Health Insurance</b>	<p>PSU provides students taking 5 or more inload, non self-support credits per term (1 credit for international students) with the mandatory PSU/Aetna Student Health Insurance Plan.</p> <p>See <a href="http://www.pdx.edu/shac/insuranceplan">http://www.pdx.edu/shac/insuranceplan</a> for more information.</p> <p>Students may waive the insurance but must provide proof of enrollment in a comparable insurance policy offered through another company. Students only need to waive out once per academic year.</p> <p><b>All eligible students will be charged for insurance unless they waive out by the waiver application deadline, the second Sunday of each term.</b></p> <p>See <a href="http://www.pdx.edu/shac/insurancewaiver">http://www.pdx.edu/shac/insurancewaiver</a> for specific information and directions about waiving the health insurance, and a link to the online waiver application.</p> <p>Contact <a href="mailto:insurancehelp@pdx.edu">insurancehelp@pdx.edu</a> for more information.</p>
<b>Safe Campus Module</b>	<p>Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled <i>Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault</i>. See <a href="http://www.pdx.edu/sexual-assault/safe-campus-module">http://www.pdx.edu/sexual-assault/safe-campus-module</a></p>
<b>Counselor Ed Policy Statement</b>	<p><b>Department Policy Statement:</b> The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.</p>

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Failure to do so can result in termination from the program.